

**Standard:**

Kindergarten K.1.1 Compare and contrast relative size and location of people, places, and things by identifying here/there, near/far, up/down, left/right, and behind/in front.

**Purpose:**

- The students will learn direction terms.

**Materials needed:**

- One beanbag per child (may use a ball)

**Instructions:**

- The students will stand and find their own personal space.
- The teacher will call out the word “near”.
- The student will hold their beanbag near them.
- The teacher will call out “far”.
- The student will hold the beanbag as far away from themselves as possible.  
(Ex. up/down, right/left, behind/from)

**Adaptations:**

- None

**References:**

- None

**Standard:**

1<sup>st</sup> Grade      1.3.2 Compare rules in different groups for different situations.

**Purpose:**

- The students will compare rules used in different settings.

**Materials needed:**

- Picture cards of different situations that can take place in different settings such as home, school, or in the community.
- 3 hula-hoops labeled home, school, and community.

**Instructions:**

- Hula-hoops should be placed right next to each other.
- Place picture cards approximately 20 yards from the hula-hoops.
- Have three (3) students stand in front of the hula hoops.
- Tell them they will run to the pile and pick up any card.
- They will run the card to the correct hula-hoop. If they think the situation happens at home, it goes into the hula-hoop labeled “home”, and so on.
- After every child has had a chance to run, have the students sit around the hula-hoops as you discuss the cards in the hula-hoops. Talk about the situations and rules that need to be followed. Also, talk about how rules can be different in certain situations and different places.

**Adaptations:**

- None

**References:**

- None

**Standard:**

- 2<sup>nd</sup> Grade      2.2.1 Simulate the exchange of money for goods and services and will identify ways to save money.

**Purpose:**

- The students will understand what exchange of goods and services for money.

**Materials needed:**

- Paper Money
- Services: wash my clothes, clean the house, etc.
- Goods - fruits for props
- For help in the beginning of this assignments, you may want to model or have some services written on pieces of paper for students having a hard time.
- (Ex. I will clean the classroom if you make supper tonight).
- (Ex. I will paint the house if you mow the lawn).

**Instructions:**

- The students will pair up with one another.
- While the students are acting – they are choosing, what physical activity they would like to do. Remind your students they need to be up and moving around with a physical activity of their favorite.
- The students will exchange items and services to work together to make a living. (Ex. I will wash your cloths for you if you will give me five apples for my family).
- The students will keep working through exchanges and then they may switch partners for added interest.
- While the students are acting, they are choosing what physical activity they would like to do. (Ex. skip, hop, jump)
- Remind your students they need to be up and moving around.

**Adaptations:**

- None

**References:**

- None

**Standard:**

- 2<sup>nd</sup> Grade      2.3.1 – Terms of ways citizens protect global resources with emphasis on reducing, reusing, and recycling.

**Purpose:**

- The students will understand the importance of reducing, reusing and recycling.

**Materials needed:**

- Signs labeled - reducing
  - reusing
  - recycling (paper, glass, plastic, aluminum)

**Instructions:**

- This activity can take place on Earth Day or any other day.
- The teacher will call out an item and then the students will chant (Ex. the teacher says “pop can” and the students will run around their desk and say “recycle, recycle, recycle” and then sit down.
- The teacher will name a variety of things and the students will run around their desk and chant the appropriate saying “reduce, reuse or recycle”.

**Adaptations:**

- The students could do jumping jacks, walking, or any physical activity instead of running around their desk.

**References:**

- None

**Standard:**

Kindergarten K.1.2 Identify basic economic concepts, including the difference between basic needs and wants.

**Purpose:**

- The students will understand the difference between needs and wants.

**Materials needed:**

- Sign labeled - NEEDS
- Sign labeled - WANTS

**Instructions:**

- The teacher will hang one sign on a wall and the other sign on the opposite wall.
- All of the students will stand in a line parallel to the signs.
- The teacher will call out a need or a want.
- The students will slide to the side of the room where the correct sign is.

**Adaptations:**

- None

**References:**

- None

**Standard:**

2<sup>nd</sup> Grade      2.1.3 Use a map to identify the four directions on a compass.

**Purpose:**

- The students will gain an understanding of the four directions on a compass.

**Materials needed:**

- A map, or the room labeled North – South – East and West

**Instructions:**

- The teacher will call out a state.
- The students will skip to the side of the room that the area is in. (Ex. if the teacher would say “Oregon” the students would skip to the west to show that it is located on the west side of the map).
- You will begin with the state that you live in. The teacher will give different locations and the students will be skipping throughout to find the correct direction.

**Adaptations:**

- Mountain Ranges and/or Great Lakes Region

**References:**

- None

**Standard:**

2<sup>nd</sup> Grade      2.1.2 Recognize that laws are needed in a community.

**Purpose:**

- Students will understand the importance of laws and why they are needed in a community.

**Materials needed:**

- A list of questions that you want to ask your students about laws within your community and school

**Instructions:**

- The game will be called “Stand and Jump for Liberty and Laws”.
- The teacher will stress the importance of laws and why they are needed in a community.
- The teacher will make a statement and the students will stand if they believe that it is a good law. (Ex. everyone should obey the speed limit that is posted on the street. If you feel like littering that is ok. It is very important to walk in your school and not run).
- The students decide if they are good laws and if they are not, they explain why they feel that way by stomping their feet.
- The students can skip around the room if they think the statement is a good law and then freeze when the teacher turns off the light.

**Adaptations:**

- None

**References:**

- None

**Standard:**

2<sup>nd</sup> Grade      2.2.1 Study various community structures.

**Purpose:**

- The students will identify characteristics of urban, suburban, and rural communities.

**Materials needed:**

- Hula-hoops
- Shoes
- Pictures (optional)

**Instructions:**

- Lay hula-hoops on the floor and label them: “Urban”, “Suburban”, and “Rural”.
- Each student needs to remove one of his or her shoes and then line up in the front of the classroom.
- The teacher will show a picture or read a word or phrase relating to one type of a community.
- The students may choose to hop, skip, or jump over to the correct hula-hoop and place their shoe inside of the hoop that matches their answer.
- They must then return, using a different form of motion, back to their original spot.

**Adaptations:**

- None

**References:**

- None



**Standard:**

- 2<sup>nd</sup> Grade 2.1.1 Recognize the contribution of Chinese civilization, which have impacted present day life, calendar systems, number systems, and laws.

**Purpose:**

- The students will understand the impact of ancient Chinese civilization in present day life.

**Materials needed:**

- Paper and pencil
- Note cards with these numbers and words  
1 – yee, 2 – uhr, 3 – sahn, 4 – suh, 5 – woo, 6 – lyo, 7 – chee, 8 – bah, 9 – jo,  
10 – shur

**Instructions:**

- Prior knowledge of knowing and teaching the students how to say and write the numbers 1-10 in Chinese.
- The students will be reviewing the numbers in Chinese with how to write them and how to say them. The teacher will say a number and the students will stand up by their desk, and walk around for the number that was said. (Ex. teacher says “3” (sahn) and the students stand up and walk around their desk three times. Teacher say the number, “sahn, sahn, sahn” in Chinese and the students write this number on their paper.

**Adaptations:**

- None

**References:**

- None

**Standard:**

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|-----------------------|---|
| Kindergarten          | K.1.1 Discuss the attributes of a good citizen with emphasis on trust, respect, responsibility, fairness, and caring. |
| 1 <sup>st</sup> Grade | 1.1.1 Discuss the attributes of a good citizen with emphasis on trust, respect, responsibility, fairness, and caring. |

**Purpose:**

- The students will discuss attributes of good citizens.

**Materials needed:**

- None

**Instructions:**

- The teacher will call out an attribute of a person.
- The students will cheer and jump up and down if the attribute is a positive.
- The students will stand still if the attribute is a negative.

**Adaptations:**

- None

**References:**

- None

**Standard:**

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|-----------------------|--|
| Kindergarten          | 2.1.7 To analyze information from a geographic representation using tools, and technology to define location, place, and region. |
| 1 <sup>st</sup> Grade | 2.1.3 To analyze information from a geographic representation using tools, and technology to define location, place, and region. |

**Purpose:**

- The students will demonstrate the familiarity with the layout of his or her school or city.

**Materials needed:**

- 4-5 LARGE maps of the school or city (laminated)

**Instructions:**

- Lay the large maps on the floor.
- Students will begin to march around the map to the beat of the music.
- When the music stops the teacher calls out, “Nurse’s Office!”
- The first student to hop on the nurse’s office wins.
- Students begin to march again as the music plays.
- Continue until all important landmarks of the school or city have been located.

**Adaptations:**

- Map of your city.
- States
- Countries

**References:**

- None

**Standard:**

Kindergarten K.1.1 Match occupations with simple descriptions of work.

**Purpose:**

- The students will relate and learn more about occupations/jobs.

**Materials needed:**

- Names of occupations on little pieces of paper in a cup for drawing (Doctor, nurse, teacher, police, farmer, cowboy)

**Instructions:**

- The students are going to be playing a quick game of guess the occupation that is being acted out.
- The teacher will call on a student, he/she will draw an occupation, the teacher will help him/her read it, and the learner will act it out.
- The students will be using their body in many ways to get their occupation guessed.
- When the students have guessed the occupation, they will clap and snap their fingers.
- The students may work in pairs if they wish.

**Adaptations:**

- None

**References:**

- None

**Standard:**

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|-----------------------|--|
| Kindergarten          | K.2.1 Connects people and events honored in commemorative holidays.          |
| 1 <sup>st</sup> Grade | 1.2.1 Compare the lives of people and events associated with major holidays. |

**Purpose:**

- The students will compare lives of people and events.

**Materials needed:**

- May need a list of people and events associated with the holidays

**Instructions:**

- The teacher will call out the name of a famous person or event.
- The students will stand and snap their fingers if they think they know the answer.
- The teacher will ask them to say the answer in a different voice (mouse, lion OR mood – happy, sad).

**Adaptations:**

- None

**References:**

- None

**Standard:**

- 1<sup>st</sup> Grade      1.1.1 Identify through biographies and stories the admirable deeds performed by past leaders.

**Purpose:**

- The students will learn and know more about various famous Americans.

**Materials needed:**

- Questions about famous leaders and facts the students know.

**Instructions:**

- The students will stand and salute if the statements are true.
- The students will sit and slap their legs if the statement is false.
- (Ex. George Washington was the first president. Alexander Graham Bell invented the computer. Martin Luther King did nothing).

**Adaptations:**

- None

**References:**

- None

**Standard:**

Kindergarten K.1.1 Discuss the attributes of a good citizen with emphasis on trust, respect, responsibility, fairness, and caring.

**Purpose:**

- The students will understand the importance of being a good citizen.

**Materials needed:**

- Prior knowledge of the five pillars from Character Counts (trust, respect, responsibility, fairness, and caring)

**Instructions:**

- The students are going to spell out the words while using their bodies.
- The teacher will ask five (5) students to come to the front of the room to form the word “trust”.
- Using their bodies, the students will make the letters. The first child will make the letter “t” – the next will make “a” and so on until the word is spelled correctly.
- The other students will stand by their desk and when the word is spelled correctly the student that formed the “t” will shout, “give me a “t” and the other students will make and say “t” and it will go on until the word is done.
- Move onto the next word of “respect”. Seven (7) students will be needed for this word, and for some letters you may need more bodies. Let the students use their imagination.

**Adaptations:**

- None

**References:**

- None